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ABSTRACT

Despite the constraints of budget and space, the Division of Continuing Education (DCE) of New York City Community College in 1973-74 enrolled a total of 8,358 students in 276 courses. Comparison of this report with two previous reports evidences continued growth in diversity and number of programs. Apparent, too, is the evolution of many significant programs from relatively small beginnings. In general, DCE offerings are of two types: those developed for particular groups through grants and contracts, and those offered to the public on a tuition basis. Through collaborative efforts with other community institutions, DCE identifies educational needs, selects courses, recruits students, and evaluates outcomes. Although DCE offers only non-credit courses and programs, it can stimulate the development of credit and degree programs. In the past two years, DCE has attempted to involve the departments of the College in early stages of curriculum planning. This has created the opportunity for departmental faculty to make larger contributions to program design. DCE has also strengthened its relationship with students, involving them not only in the evaluation of teaching and course content, but in planning for new programs. Specific programs and community service projects are described, and statistical data are appended. (Author/NHM)

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TWO-YEAR REPORT

1972 - 1974

DIVISION OF CONTINUING EDUCATION AND EXTENSION SERVICES

December 1974

NEW YORK CITY COMMUNITY COLLEGE
300 Jay Street
Brooklyn, New York 11201

JC 760 035

New York City Community College

OF THE CITY UNIVERSITY OF NEW YORK, 300 JAY STREET, BROOKLYN, N.Y. 11201

December 19, 1974

Herbert M. Sussman, President
New York City Community College

Dear President Sussman:

Attached is a copy of the Two-Year Report of the Division of Continuing Education and Extension Services for 1972-1974.

Comparison with our two previous reports -- Five Year Report for 1966-1971, and Annual Report for 1971-1972 -- evidences continued growth in diversity as well as number of programs. Apparent, too, is the evolution of many significant programs from relatively small beginnings. We look forward to continued progress.

This report provides us with the opportunity to once again express our appreciation to the faculty and staff of the College for their continued support of our activities.

Sincerely,

Victor Lauter

VICTOR LAUTER, Dean
Division of Continuing Education
and Extension Services

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att.

New York City Community College of Applied Arts and Sciences is Administered by the Board of Higher Education of the City of New York under the program of the State University of New York

TABLE OF CONTENTS

	Staff of the Division of Continuing Education	ii
	Introduction	iii
	Preface	vii
I.	Tuition Courses and Programs	1
	Course Offerings on Campus	1
	Off-Campus Courses	3
II.	Joint Planning with Students, Faculty and Cooperating Organizations	5
	Health Services Programs	5
	Biomedical Equipment Technology Program	6
	Sanitation Management Certificate Program	8
	New York State Civil Service Employee Benefits Training Program	9
	Piping Design Drafting Program	10
	Management for Non-Profit Organizations	12
III.	Community Service Programs	14
	Education for the Aging: Institute of Study for Older Adults	14
	Prevocational Education Program for Inmates of the Brooklyn House of Detention	16
	Community Projects	19
IV.	Vocational Training Programs	20
	Machine Tool, Air Conditioning and Refrigeration, and Radio & Television Repair Certificate Programs, Voorhees Campus	20
	Minority Small Business Persons Training Program	25
	Hearing Aid Dispensing Program	27
	Clerical and Customer Service Skills Training Program	28

TABLE OF CONTENTS cont'd

	Welding Program	30
	Day Care Cooks Training Program	30
V.	Programs Responsive to New Technical Trends	32
	Fire Fighting Techniques	32
	Coatings Technology	32
	Architects' Program	33
	Technology of Hearing Aid Performance	34
	Hotel & Restaurant Technology	34
VI.	Continuing Education Chapter, Alumni Association, New York City Community College	35
VII.	Festival of the Arts	38
VIII.	Perspectives and Prospectives	42
IX.	Statistical Summary 1972-1974	44

NEW YORK CITY COMMUNITY COLLEGE

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INTRODUCTION

The Division of Continuing Education addresses itself directly to two of the College's Institutional objectives:

> To provide formal and informal educational opportunities for those who endeavor to meet changing personal and career objectives.
>
> To provide a broad spectrum of cultural activities to the diversified community which the College serves.

It does so within a framework of goals which places priorities upon the creation of educational opportunities for: 1) working adults who seek to increase the knowledge and skills necessary for excellence and advancement at work, 2) those whose educational opportunities have previously been denied them; for example, the aging, the imprisoned, minority groups, the unskilled, and the poor.

The Division of Continuing Education administers, broadly, two kinds of non-credit programs: courses open to the public for which tuition is charged, and special programs serving particular constituencies for which funds are made available through grants or contracts.

In the past two years, due to budget constrictions affecting the entire College, we have had to decrease course offerings and curtail the development of some courses which had been requested or suggested. Many courses, outgrowths of previous offerings, which would have reflected the special technical resources of our College thus had to be abandoned, temporarily at least, in the hard choices necessitated by shortages of money and space. For example, a program to train blood bank technicians, a logical outgrowth of our biological sciences continuing education courses, could not be implemented for lack of laboratory space and funds for equipment.

Despite the constraints of budget and space, however, the Division of Continuing Education in 1973-74 enrolled 1,799 students in 83 tuition-supported courses and served

an additional 6,559 students in 193 courses and programs supported through grants and contracts -- a total of 8,358 students in 276 courses.

The Cultural Affairs Program sold more than 25,000 tickets for cultural events inside and outside the College. It also enlarged its relationships with community organizations and provided the opportunity at the College for the performance of local dance, theatre and music groups.

In the past two years the Division of Continuing Education has sought to strengthen and extend its relationships with cooperating groups and associations both in the development and evaluation of programs. Among the groups with whom we have worked are: The Greater New York Hospital Association; Licensed Practical Nurses of New York, Inc.; Department of Obstetrics, Brooklyn Hospital; New York Heart Association; American Institute of Architects; New York State Civil Service Department and Civil Service Employees Association; Dental Hygienists Association of the City of New York; Environmental Management Association; National Executive Housekeepers Association; Electronic Industries Association, a consortium of five engineering firms; Prospects for Prisons; Fortune Society; New York State Office for Minority Business Enterprise; National Puerto Rican Forum; Capital Formation; Brooklyn Local Economic Development Corporation; Interracial Council for Business Opportunities; Steamfitters Industry Education Fund; National Certified Pipe Welding Bureau; boilermakers' Union Local #5; New York Society for Coatings Technology; Coney Island Hospital; Jewish Guild for the Blind; Italian Charities; and over fifty senior citizen centers.

Although the Division of Continuing Education offers only non-credit courses and programs, it can stimulate the development of programs which become credit-bearing and move into the degree area. In the past two years, the Alternate Format Adult Liberal Arts Degree program, initiated by the Division of Continuing Education through a Title I grant in 1971-2,

has had impact on other degree areas of the College. There are now Alternate Formats in Graphic Arts and Advertising Technology, Mechanical Technology, Electro-Mechanical Technology, Marketing and Dental Laboratory Technology.

The Alternate Format programs are curricula in the College which give priority to older applicants. Subject to the approval of the appropriate departmental committees, up to 24 credits may be granted for validated work experience and equivalent specialized training, occupational proficiency examinations and academic testing programs. Thus, germinal ideas developed in the non-credit area by the Division of Continuing Education have grown to greater dimension and impact in the degree programs of the College.

In the past two years, we have moved toward broader planning and involvement with departments of the College. In the past, our comparatively less extensive use of the resources of the departments of the College derived from the Division's responsiveness to specific requests for specific courses from particular constituencies and from the pressures of funding available primarily for special purposes and programs. Once courses were requested or grants awarded, we would then turn to the appropriate departments for aid in curriculum definition, assessment or development, faculty selection and evaluation, space allocation and equipment utilization.

In the last two years, and particularly in 1973-74, we have attempted to involve the departments of the College in earlier stages of planning. This has created the opportunity for departmental faculty to make larger contributions to program design.

In the past two years also, we have strengthened our relationships with the students in many of our programs involving them not only in the evaluation of teaching and course content, but in planning for new programs.

This past year our adult students' identification with the College and their desire for a continued social and educational relationship with it, was realized in the formation of a

Continuing Education Chapter of the Alumni Association of New York City Community College.

PREFACE

New York City Community College is predominantly an occupationally oriented college with 80% of its degree-seeking students enrolled in career programs. Continuing education programs also reflect this orientation of the College. A community college with a career orientation must develop cooperative relationships with industry, with unions, with technical, trade and professional associations, with special constituencies, and with public agencies.

These relationships require not only consultation and cooperation on the part of industry, unions and other institutions, but responsiveness on the part of the College to requests for continued education in occupational areas and special courses for particular constituencies. Thus the occupational orientation of the associate degree programs, to a large extent, shape the need for and nature of, continuing education in our College.

The Division of Continuing Education focuses major energies on meeting these needs for continuing education. For example, in the past two years (1972-74) special programs for unions, industry and technical associations were developed through grants and contracts -- totalling over $1,000,000 -- in air conditioning, TV and radio repair, machine tool, prevocational training for inmates of the Brooklyn House of Detention, hearing aid dispensing, clerical and customer service, day care cooks' training, sanitation, welding, paint technology, construction specifications, fire science and safety, nutrition, and wine and food expertise.

In addition to these programs which were specially designed for particular groups through grants and contracts, the Division continually develops and offers continuing education courses open to the public on a tuition basis in automotive technology, air-conditioning, welding, secretarial skills, hotel and restaurant food service, refrigeration mechanics, industrial acoustics, surveying, dental laboratory, hearing aid dispensing, ophthalmic dispens-

ing, biological sciences (medical laboratory), nursing, etc. These courses are developed with the appropriate departments of the College to provide continuing education for our graduates and for the personnel in career fields to which our College is committed as an educational institution. In addition, the Division develops courses open to the public to enhance adult educational skills and advance occupational goals, whether those goals are increased excellence in an existing occupation or the exploration of a second career.

The Division of Continuing Education also turns outward to community groups and seeks to establish cooperative educational involvement with them for the definition of perceived educational needs, for planning, and in program implementation.

This requires collaborative efforts with other community institutions, such as senior centers, social agencies, neighborhood centers, low income housing projects, day care centers and local schools to establish educational committees. These committees, together with the staff of the Division of Continuing Education, identify educational needs, select courses, recruit students and evaluate outcomes. These committees provide ongoing links between the College and the community for educational interchange and understanding.

This process is the method by which the College provides community services: educational programs for inmates of the Brooklyn House of Detention, for example, or typing classes for community groups in the Fort Greene and Red Hook neighborhoods, or an English as a Second Language course for parents of a Day Care Center or 160 courses a year for the aging in the Institute of Study for Older Adults located in 58 community agencies and institutions.

The Division of Continuing Education in the past two years also administered the Cultural Affairs Program as a college and community service. This program brought to Brooklyn and to the College community a rich and diverse concert series, Festival of the Arts, a Children's Theatre series, comtemporary films, and a Concert Bureau for opera and Broad-

way shows at reduced rates. The Cultural Affairs program alone served 55,000 people in the past two years.

None of these programs -- neither the special grant and contract programs, nor the tuition courses open to the public, nor the community service programs, nor the Cultural Affairs program -- would be possible without the allocation of resources by the College for this kind of continuing education and community service-oriented higher education activity. It is the allocation of college resources to create a stable central staff which permits the Division to fulfill the function of continuing education for a technically-oriented and community-oriented college. Central staff is, variously, stimulator, implementor or coordinator. It augments its personnel periodically -- frequently doubling itself -- through grants and contracts. All of the Division's functions, however, are guaranteed not by grants, which are sporadic and unpredictable and interrupted, but by the allocation of college resources which assures opportunities for continuity, experimentation and development.

Mandates and master plans explicitly direct community colleges to develop adult and continuing education and community services. The declaration has, in the past, carried no specific financial commitment. Whatever a community college does to fulfill the mandate to provide educational opportunities for adults and services to local communities and special constituencies is a reflection of that particular college's commitment to the objectives of adult continuing education.

New York City Community College has made a larger commitment to continuing education than have many other colleges. This reflects the College's commitment to career education, community services, and cultural enrichment. This commitment made it possible for the Division of Continuing Education to serve its publics in diverse ways during the academic years 1972-74.

I. TUITION COURSES AND PROGRAMS

Many of the tuition-supported courses offered by the Division of Continuing Education are developed in response to the needs of working men and women for increased knowledge and skills. Certain programs prepare students for licensure or certification. Others provide advanced training essential for job development. Another group of courses deals with new issues and current developments in technical fields.

In the past two years we were faced with many more demands for courses than we were able to meet. This inability on our part was due primarily to two factors: 1) budget limitations, and 2) restrictions on access to laboratory space and equipment, as well as classrooms. Despite these difficulties, we were able to serve a total of 1,799 students in tuition-supported courses during the Fall and Spring semesters of 1973-74.

Course Offerings on Campus

Courses for licensure and certification included Driving Instructors Education, Pest Control Operations, Medical Laboratory Technology, Land Surveying Review, Ophthalmic Dispensing, Audio-Visual Equipment and Dental Laboratory Technology.

In the Pest Control area a new course was offered: Fumigation for Insect Control. We are currently exploring with the Department of Health the possibility of offering a course for food handlers in city restaurants. One of the problems is that the Department of Health is interested in credit courses that are part of degree programs. Here, as in other programs and courses, we are encountering mounting pressure for credit as the legal tender of educational achievement.

The course in Land Surveying Review, offered in cooperation with the New York City Civil Service Technical Guild, prepares individuals for the state licensing examination. The course developed from discussions with the New York City Community College Department of Construction Technology.

The course in Audio-Visual Equipment: Operation and Maintenance, was offered in cooperation with the College's Instructional Resource Centre. It attracted students interested in New York City Civil Service licensure as well as personnel from day care centers interested in more effective performance on their jobs.

The course in Intermediate Hematology prepares students to take a section of a Department of Health licensing examination in Medical Laboratory Technology. Out of our involvement with this and other courses in the Medical Laboratory Technology area, we have begun to explore the possibility of offering a course in Blood Banking. Thus far, however, progress has been halted by the lack of adequate laboratory space and the absence of appropriate equipment and supplies. Although similar problems have arisen in other areas when the Division competes at the College for the use of limited materials and facilities for our existing courses (e.g., Hearing Aid Dispensing, Hotel Technology), the problem becomes more acute when new courses are contemplated.

In the Hotel, Restaurant Food Service Extension, courses were offered in Cold Buffet, Hors D'Oeuvres and Canapes, and in Institutional Food Management. There has always been a high demand for the laboratory courses and this has been heightened by current interest in cooking and nutrition. Unfortunately, severe budget constraints have had a limiting effect on this area. This has been compounded by runaway inflation of food prices.

As part of the Language Arts Extension, courses were offered in English as a Second Language (ESL) and Reading, Writing and Speech Improvement. Based upon our experience in this area, we are planning to extend these programs. Currently, we are developing a bilingual secretarial program.

Three tuition-based courses were developed with the New York City Board of Education for teachers as part of the Voluntary After School Professional Development Program. The courses are Computer Fundamentals for Educators, Teaching Crafts, and Numerical Con-

trol Concepts for Educators. This last course was developed in cooperation with the College's Department of Industrial Arts.

Off-Campus Courses

Off-campus programs developed in response to a variety of needs. Health agencies cooperating with the College, on occasion requested on-site classes to meet their own staff needs without loss of time for travel. The need to alleviate problems arising from a space shortage on the Brooklyn Campus also led to the establishment of off-campus courses. Some examples of such courses during the 1973-74 academic year included Cancer Care held at the Brooklyn Hospital, Patients Accounts Management held at St. Vincent's Medical Center, and a number of nursing courses held at the Francis A. Delafield Hospital. Although staff needs of the host agency were considered a priority, off-campus courses were opened to health professional and support personnel from other institutions.

In order to assure a valid educational experience for students attending off-campus courses, certain requisites were necessary: a clear agreement with the host agency concerning time, space, and use of facilities; and a sympathetic administrative attitude on the part of the host agency toward continuing education. The last factor was reflected by the allocation of appropriate space, released time for staff, tuition reimbursement, and opportunities for advancement opened to participating personnel.

As a result of our experience, other factors also emerged as important: 1) easy access to library and other support facilities at New York City Community College; 2) good avenues of communication between students, faculty, host agency staff, and the Division of Continuing Education, i.e., for evaluation and feedback; 3) the distance itself, for communications can become somewhat strained when the geographical distance between the College and off-campus locations is excessive. It was difficult, readily and frequently, to monitor classes where problems developed and the results were at times less than satisfactory.

When the above considerations are taken into account and planned for, off-campus programs can be effective. Problems involving space can be overcome, relationships between the College and the community can be expanded, and wider opportunities of continuing education can be made available for prospective students.

In conclusion then, the tuition-supported courses in the past two years have succeeded in: 1) strengthening cooperative involvements with other departments of the College; 2) serving working adult students' needs; 3) establishing educational relationships with a broad spectrum of agencies and organizations outside of the College.

II. JOINT PLANNING WITH STUDENTS, FACULTY AND COOPERATING ORGANIZATIONS

In the past two years, increasing emphasis was placed on cooperative program development with students, faculty, professional, technical and other associations and industry.

Health Services Programs

Continuing Education programs in the health services, for example, often originated from ideas suggested by students, faculty members, or professional organizations. During course evaluation periods, students had the opportunity to request related subjects which they felt would assist their job performance and help them to better understand their patients' needs and relationships with fellow workers and supervisors. Some courses which developed during the 1973-74 academic year in this manner included Third Party Payment Operations, Health Management Workshop, and Dietary Techniques for Nurses.

Divisional and College faculty members also suggested subjects for new course offerings. A discussion among Divisional instructors of health administration concluded that a survey of the Health Care Delivery System would be of value. Recent concepts such as Health Maintenance Organization (H.M.O.), Professional Standards Review Organization (P.S.R.O.), and National Health Insurance (when enacted) will mean a fundamental change in health care delivery. In order to prepare local health administrators for these changes, a course entitled Health Delivery Systems was formulated for the Fall 1974 semester. Faculty members in the Department of Nursing indicated that continuing education courses in pharmacology and computational mathematics would be of value to senior A.A.S. students preparing for state board examinations and hospital screening tests. Special sections of Pharmacology and of Computational Mathematics for Nurses were developed for the Summer 1974 semester to meet this need and more than sixty A.A.S. degree students were enrolled.

Two workshops conducted in the Spring 1974 semester demonstrated the Division's recep-

tivity to ideas generated by professional organizations. The Dental Hygienists' Association of the City of New York requested support in developing a workshop on current periodontal techniques, and a group of health professionals in psychiatric care suggested a workshop on institutional care for mentally retarded children.

Prior to the workshops, co-sponsors and Division staff met in planning sessions to establish both the broad framework and the procedures. They defined the subject area, outlined objectives, identified target student populations, and selected workshop leaders. Questionnaires mailed to prospective departmental and supervisory personnel provided useful planning information and served as sources of feedback from potential applicants.

Evaluations were conducted at the end of each workshop. Students expressed satisfaction with the opportunity for participation and the functional application of the insights gained. Workshop leaders noted the value of interaction with the student practitioners.

The Division, in the past two years, found the contribution of students, college staff and cooperating associations and agencies to be a significant educational resource.

Biomedical Equipment Technology Program

The Biomedical Equipment Technology program was developed through the cooperative efforts of faculty of the Electrical and Electro-Mechanical Technology Departments of the College, the Division of Continuing Education, and the Hospital Engineers Advisory Council to the Greater New York Hospital Association.

The Biomedical Equipment Technology Program, begun in 1972 with one course, grew to three courses during the past two years. Another aspect of growth has been the productive interchange on curriculum development and program evaluation between the College and hospital staffs. The Hospital Engineers Advisory Council to the Greater New York Hospital Association has been an active co-sponsor. A subcommittee composed of Mr. Hy Bershad of Lutheran Medical Center, Mr. Joseph Alcabes of Long Island Jewish Medical Cen-

ter, Mr. Ernest Scotten of St. Clair's Hospital, and Mr. Ralph Williams of St. Luke's Medical Center, worked cooperatively with Professors Arthur Roitstein and Robert Albano and Division staff to develop this program. The engineers provided students for the program, obtained financial support from hospitals to cover tuition and laboratory fees, assisted in curriculum development, criticized the program in relation to work needs, and investigated certification.

The Biomedical Equipment Technician (BMET) is one of many technical specialties which have recently emerged in the hospital field. Although job descriptions may vary to some extent, the program's objective is to train electrical and maintenance personnel to maintain, repair, and "troubleshoot" various pieces of biomedical equipment. The presence of such personnel can mean substantial savings for hospitals in the purchasing and repair of expensive equipment. The program goal is to supply New York City's hospitals with an adequate staff of BMET's, and to provide enrolled individuals with a vocational opportunity which will be stimulating and contain sound growth potential.

During the Spring 1974 semester, Professor Roitstein developed a preliminary outline for a fourth advanced course in the BMET sequence. The course objective is to apply as much practical application of the knowledge gained in previous courses as possible. In presenting his outline to the subcommittee, discussed was possible released time for students to gain more practical experience within a functioning Hospital BMET Department. The engineers then negotiated with member hospitals' administrators to allow released time for students and/or on-site visitations by students to apply what they had learned in the classroom.

By the Fall 1974 semester, we expect to be able to place each student in the Advanced BMET II course in a functioning Hospital Biomedical Equipment Department.

The Engineers Advisory Council is interested also in exploring possible development of a credit option in the degree programs of the College within the Division of Technology.

Thus, it is hoped, an experimental, non-credit program may at some time in the future become an option in a degree program.

Sanitation Management Certificate Program

One hundred and sixty-seven adults successfully completed various courses during the past two years, 1972-74, in the Sanitation Management Certificate program. Adults in the program came primarily from supervisory positions in building services or housekeeping, representing health care facilities, schools, hotels, industrial plants and office buildings.

A special workshop, "The Back of the House" as seen through the eyes of the hospital administrator and the executive housekeeper, was held in November 1973 for 36 participants at St. Vincent's Hospital. The workshop focused on the pressures facing administrators as they work together with department heads to provide high quality, effective health care.

Students in the program during the year increased their knowledge and skills in the following areas: communications, microbiology, personnel procedures, human relations, work simplification, sanitation technology, business management, economics, purchasing, interior design, and chemistry. For many in the program this year has been their first opportunity to become involved in a college level educational program. Their interest and motivation throughout the year has been outstanding.

The program is co-sponsored by the New York Chapters of the Environmental Management Association and the National Executive Housekeeper's Association (NEHA). This co-sponsorship has provided some interesting challenges over the year primarily due to rapidly changing professional requirements. The National Executive Housekeeper's Association has a series of educational requirements for those people working in the field who desire certified membership as Executive Housekeepers. The Division in its program, attempts to offer courses which are educationally relevant and which also will meet most of the NEHA certification requirements. This has entailed very close working relationships with NEHA on the

local and national level to insure that students are, in fact, getting what they need and what is important for their own professional and personal educational development. Included among major changes initiated by NEHA is the lengthening the number of hours in particular career-oriented courses which are necessary for certification. The Division of Continuing Education hopes to be able to continue working with both professional associations to jointly meet the needs of people in the field. To do this, lines of communication must be strengthened and students must constantly be alerted to new developments by the College and the associations.

Two meetings of the student advisory committee were held over the year. Former and current students discussed at length the strengths and weaknesses of the current program. Many of their recommendations will be reflected in future program development. The students are also pushing more stridently for college credit to be built into certain areas of the program. The Division of Continuing Education will spend the coming year developing and seeking approval for a certificate program in Sanitation Management which will include credit and non-credit courses.

New York State Civil Service Employee Benefits Training Program 1973-74

The Division of Continuing Education, in cooperation with the New York State Department of Civil Service and the Civil Service Employees Association, offers a wide variety of afternoon courses for State employees. The objectives of this educational program are to improve the basic, technical, and administrative skills of these employees and to help prepare them for advancement in the Civil Service. Courses include Accounting, Electronic Data Processing, English, Mathematics, Psychology, Public Administration, Spanish, Stationary Engineering, Supervision, etc.

Six hundred and one men and women enrolled in the program during 1973-74. Of these only four hundred sixty-three (77%) appeared at the first class sessions. We therefore

developed, in cooperation with the State Civil Service Department in Albany, a new supplementary registration procedure which would enable the program to function with maximum enrollment. The procedure involves notifying Albany of class vacancies after the first session of each course. The State Civil Service Department will then notify the various field sites in our area to recruit additional students for these courses. This procedure goes into operation in Fall 1974.

Despite this initial difficulty, the program operated smoothly during the last year. Average attendance in all courses was 82% indicating a high degree of commitment on the part of the students.

Another new development which we began to explore this year was an educational outgrowth of our students' desires to obtain college credit for their course work. This is still at the exploratory stage. However, one possibility might be cooperation with the State Education Department's College Proficiency Examination Program (CPEP).

For a great number of Civil Service students our program represents their first encounter with an organized higher education experience. Another sizable group of students consists of those who have some prior college experience, but who were unable to continue. In both cases our program serves as an educational bridge. We have found that students are encouraged by their exposure to the program and are motivated to explore other higher education avenues. We regularly refer interested students to the College Admissions Office for additional information on New York City Community College and also the CUNY B.A. We have additionally referred students to Empire State College and the Regents External Degree Program.

Piping Design Drafting Program

The Piping Design Drafting program was a new venture for the Division of Continuing Education. The Division has a long history of cooperation and co-sponsorship with technical

and professional associations, public and social agencies, and unions, but we had not previously developed and implemented a program with a consortium of industrial firms. This, therefore, presented an opportunity to develop and test a model in industry/education cooperation.

The program was stimulated by the shortage of available piping design draftsmen. Five engineering firms, as a consortium, asked the Division of Continuing Education to cosponsor with them a 13-week, full-time, intensive training program for 25 students, recruited and stipended by the five companies: Scientific Design, Foster-Wheeler, The Lummus Company, Chemical Construction, and Crawford and Russell. The consortium funded the program.

Initially, the program ran into serious difficulties. Working with a consortium of five firms presented large administrative problems related to time, consultation about agreements and assigned responsibilities, and even the signing of necessary papers such as the contract or other documents.

These problems were time-consuming and nerve-wracking but not intractable. What was more critical was that the Division was not able to find in the metropolitan area a competent instructor willing to give up permanent employment to take on a short-term, 13-week commitment. As a result, one of the companies recruited and hired, on an annual basis, a full-time piping drafting designer whom they were willing to assign as instructor to the program for 13 weeks.

Although we had questions about the wisdom of such an arrangement, we agreed to try it since 25 students had already been recruited by the companies and were waiting to begin.

The instructor, despite his background in piping design drafting, proved to be incompetent in the classroom and irresponsible. He was dismissed by the company and left the program. This was a critical disruption of the program.

At this point, with the assistance of one of the companies, a retired project engineer was found, whom the Division interviewed, hired for the program and supervised. This instructor, after a short period of orientation, began to pull the class together, became accustomed to the differences involved in teaching as distinguished from industrial practice, and instruction began in earnest. A mathematics component and instructor were also added to the program.

Of the 25 students, 21 completed the 397-hour program, received certificates, and moved into work assignments with the companies which had recruited them.

Despite its rocky beginning, the program was instrumental in providing 21 students with the knowledge required for entrance into promising possibilities in piping design drafting where serious shortages of personnel exist.

The program provided some essential lessons in establishing patterns of cooperation between continuing education and industrial firms: whatever the exigencies of program and personnel, the College must employ and supervise the instructional staff. A consortium should designate either one representative to deal with the school on all essential matters or specific representatives for specific problems and responsibilities. Canvassing five representatives on all events and decisions becomes prohibitive in time and energy.

Although the program encountered many difficulties, the engineering firms felt it was necessary and valuable, 21 students were started on significant careers, and the Division tested, at least in a preliminary way, a new area of cooperation between industry and education.

Management for Non-Profit Organizations

The increasing importance of management techniques in the operation of non-profit institutions stimulated the Division to cooperate with the New York Chapters of the National Association of Church Business Administrators, the National Association of Temple Admini-

strators, and the National Association of Synagogue Administrators in presenting two courses in the Fall 1973 semester. One course, "Fundamentals in Management", was intended for concerned lay people and members of churches, synagogues, philanthropic and fraternal organizations. The 30-hour course provided an introductory and overall perspective of value to those wishing to acquire a basic knowledge or considering entry into this field, whether they be deciding on a first career or looking for a second career. Topics included financial planning, fund raising, personnel relations, supervision and management, public relations and publicity, communication with members and community, construction and maintenance, and spiritual, educational and social functions and programs.

A second course, "New Trends in Management" was a series of two-hour seminars developed for practicing professionals or those possessing equivalent and related experience and presented by distinguished speakers from religious, non-profit and academic institutions, and the business world. Among the seminar leaders were Conrad Teitell, Director of the Philanthropic Tax Institute ("Deferred Giving and Tax Advantages"); Amos Landman, Senior Vice-President of Ruder & Finn ("Communications and Public Relations"); Haskell Lazere, Director of New York Chapter of American Jewish Committee ("Activation and Utilization of Members for Social Action"); Jerome Miller, President and Chairman of the Board of Kalvin-Miller, Inc. ("Insurance"); and Rev. James McDonald of General Theological Seminary ("Human Relations").

III. COMMUNITY SERVICE PROGRAMS

In the past two years, the Division of Continuing Education has developed a number of community service programs, both small and large.

The objective has been to serve the educational needs of residents in the low income areas adjacent to the College, the needs of inmates of the Brooklyn House of Detention, and the desires of the aging for programs at sites in the communities where they live or congregate.

Education for the Aging: Institute of Study for Older Adults

Starting with a request from the Borough Park Friendship Club for a short course during the Fall of 1969, the Institute of Study for Older Adults (ISOA) has grown to the extent where it is now a program bringing higher education to the older residents of all five boroughs, holding 160 classes a year at 58 centers in the city and involving over 4,000 students. This great expansion was due largely to grants from the New York State Office of the Aging and the New York City Office for the Aging, under Title III of the Older Americans Act.

The students are from 60 to 100 years old. All classes are held in senior centers, homes for the aged, community centers, hospitals or other places where a large number of older adults live or gather.

Over 75 teachers are involved in this program. Some have Ph.D.'s, others are young graduate students, others retirees, some of whom are enjoying their first teaching experience at 65 or older. They are highly committed educators, interested in their students, in continuing education and in innovative teaching.

This program has brought many institutions from various sectors of the community together in a cooperative arrangement for educative purposes. Currently, all eight community colleges in New York City are working cooperatively in the program. Counting the 58

older adult centers and a number of government agencies at the federal, state and local levels makes the number of participating agencies truly significant. During the last three years, 27 graduate students from almost as many departments in ten metropolitan colleges or universities have worked in the program as part-time coordinators. The decision to use graduate students has met with particular success. Students from a variety of disciplines have become sensitized to the very real needs of the old and to their woeful invisibility. At least two coordinators have become academically involved in social gerontology as a result.

The students are encouraged to take an active part in specifying and identifying their educational needs. As a result, one group of students has prepared a radio program that has been aired on WBAI and may become a regular feature. The subject, of course, is the older adult. Another group in a video workshop plans to use portable (port-a-pack) equipment next year to interview government officials on current issues. One group has produced "A Midsummer Night's Dream", another group in a home for the aged studied "Aging in American Society" last Fall and, finding the subject interesting, went on to "Aging in Other Societies" this Spring. A woman at a center in a housing project told the teacher that she was so depressed the past week that she would have committed suicide if her disabled husband did not need her so badly and she did not have class to look forward to each week.

The ISOA has also been affected by its students in terms of curriculum development. By deciding upon which course or courses to take each semester, the students have deepened their knowledge of curriculum possibilities and have contributed to the curriculum of the ISOA with numerous suggestions for new courses.

The ISOA has conducted a number of successful seminars. These meetings have been of three types. First, an annual meeting is held to bring together students in the program

with educators and public officials and to discuss issues concerning education and older adults. This year's meeting was concerned with "How Should the Community College Serve the Older Adult". Second, evaluation meetings/feedback sessions are held with the students. Finally, a meeting was held this year at which leading gerontologists spoke on various aspects of aging and then discussed with ISOA teachers and other interested professionals the implications of teaching the older adult. We expect to repeat such a program annually.

Despite the fact that the program over a period of five years has expanded to become city-wide involving the eight community colleges in CUNY, the problem of funding looms larger than ever. Our experience has been one of refunding each year for the past four years under the Older Americans' Act of 1965 administered by the New York State Office for the Aging for three years and now by the New York City Office on Aging. This is the last year for federal funding under the Older Americans' Act and thus the Division is currently in the process of seeking another funding source. Our first choice would be to have the Institute of Study for Older Adults become a regular program of the City University of New York, supported out of tax levy funds for a vital and growing educational constituency.

Prevocational Education Program for Inmates of the Brooklyn House of Detention

Funds for this project were provided by Section 22(a) 2 of the Vocational Education Amendments of 1968, administered by the New York State Education Department.

The prevocational education program, offered in cooperation with the Brooklyn House of Detention, was administered in three 3-month cycles, enrolling 35 students per cycle. Of the 105 students who were accepted in the program, 74 met its requirements and were awarded certificates at the completion of the 140-hour cycle. The age range of the men was from 21-45, with over 80% being from 21-30; 86 of the men were Black, 14 Hispanic and 5 white. The majority of the 33 men failing to complete the cycle did not drop out,

but were either sentenced and relocated in upstate institutions or were released to the street (bail, probation, dismissal of charges, acquittal).

The program enabled the students to attend classes five evenings a week, 2½ hours per class. Course work dealt with vocational assessment, work orientation, job related skill development, and human relations/systems skills. The starting group of students for each cycle was divided into two sections, equal in number. Each section had the same courses, but different instructors for three of their classes. Although instructors followed the same general objectives, methodology differed from class to class and room was left for creativity and individual teacher preference. For the human relations/systems skills component, the two sections were brought together into a single group, thus giving the students the opportunity to share many of their individual experiences and retain some feeling of a total group identity. In addition to their course work, all students received individual counseling throughout their participation in the program. Counseling focused on topics related to career possibilities, course work, institutional difficulties, personal matters and court concerns.

One of the major limitations of the program proved to be the length of a cycle. Although we tried to make it clear at the beginning of the cycle that the program was a three-month one, all three participating groups voiced as their major complaint of the program its limited duration. This complaint came to a particular focus at the evaluation session held at the completion of the second cycle. The men bitterly complained that we had stimulated their desire for further education, but were unable to provide it on a continuing basis. They questioned our motivation and suggested a variety of plans to enable them to continue their participation. In our planning for the program, we had made no provision for a continuation group. We soon realized that we had made a mistake. We tried to develop a plan for an advanced group to be allowed to continue on a smaller scale. When we brought this

plan to the institution officials, however, we were notified that it had not been in the original proposal and now there was no way to maintain adequate security for it. This lack of insight caused considerable friction between some of the students and the program staff. It is interesting to note that for some reason the reaction was much greater in the second cycle than in the other two. Program plans for next year include provisions for continuation as long as an individual is in the institution. Our experience has impressed upon us the importance of sound and realistic pre-planning for all aspects of a program. This particular problem illustrates the nature of educational decisions which are so often influenced by outside factors; in this case, the need for security precautions on the part of the administrators which overruled our concern for the men's continuing educational needs.

From the outset of our program, contacts were established with local businesses, training programs, and ex-offender groups in the hope of creating employment and further vocational opportunities for the men. As students have been released from the Brooklyn House of Detention, we have been successful in utilizing these contacts. Students have enrolled in career programs here at New York City Community College, in training programs at the Opportunities Industrialization Center as well as in New York City Manpower Training Centers. Jobs have been secured for men at the Brooklyn Navy Yard, Willowbrook State School and local businesses. It is our belief that in all of these cases, it was participation in our program that created the opportunity for men to follow through upon release to meaningful vocational positions. Since the majority of men completing our program are eventually sentenced upstate, we felt it was important to establish some link between our program and the upstate correctional facilities. Project staff met with Deputy Commissioner Edward Elwin of the New York State Department of Correctional Services to work out some way to systematize the transfer of students from our program to formal vocational programs upstate.

An arrangement was developed whereby men completing our program and then sentenced upstate would take with them their educational record compiled while in Brooklyn. This record included vocational aptitude test scores, progress reports and an anecdotal record of the individual's participation in the program. By next year, we anticipate having established specific link-ups into vocational/career development programs where they exist in the upstate correctional facilities.

As a result of the experiences and contacts gained in this program, a proposal for a basic literacy program was developed. Funded by the Criminal Justice Coordinating Council, it will be implemented in 1974-75 at the Brooklyn House of Detention. Thus, the educational services provided by the Division of Continuing Education to the detainees will be enlarged, in cooperation with the Brooklyn House of Detention.

COMMUNITY PROJECTS

In the past two years, over 125 women from the Fort Greene and Red Hook Communities have participated in various community courses and projects sponsored by the Division of Continuing Education. These projects have included courses in typing, office practice, mathematics and basic bookkeeping. Student goals include achievement of a 35 wpm typing speed and increased competency in business English skills. Division staff members work on an individual and group basis with the program participants to explore further educational needs and interests. Participants are encouraged, upon completion of this course, to enroll in other programs which will further develop their skills and education. Other courses and projects are being planned for the winter and spring 1975. Ideas include nutrition and weight-watching workshops, English for foreign born, Spanish and speed writing.

Salvation Army-Ridgewood Day Care Center, English as a Second Language Program

In Fall 1972, the Salvation Army-Ridgewood Day Care Center in the Ridgewood section of Brooklyn asked the Division of Continuing Education to develop an English as a Second Language course for parents of children attending their center. Evening classes were held twice a week for fifteen weeks for fifteen Italian, French, and Spanish speaking parents.

IV. VOCATIONAL TRAINING PROGRAMS

In the past two years, the Division of Continuing Education has offered a number of vocational training programs to unskilled or under-employed adults in need of skills training or retraining. The objective was to provide vocational training for a seriously disadvantaged and high-risk population including ex-offenders and rehabilitated drug addicts. The students were predominantly Viet Nam war veterans, members of minority groups, handicapped adults, and adults with histories of interrupted education and short-term menial employment.

These vocational training programs were made possible by funds awarded by the New York State Education Department under the 1968 Amendments to the Vocational Education Act of 1963.

Machine Tool, Air Conditioning and Refrigeration, and Radio and Television Repair Certificate Programs - Voorhees Campus

The Division of Continuing Education of New York City Community College conducted certificate programs ranging in length from 454 hours in Air Conditioning and Refrigeration, to 880 hours in Machine Tool Technology at the Voorhees Campus during the 1972-73 and 1973-74 academic years. In 1973-74 we conducted, in addition, an 800-hour program in Radio and Television Repair. These programs were given with the close cooperation and support of the Machine Tool Technology, Environmental Sciences and Electrical Technology

Departments.

Industry Participation

The 1973-74 year saw the active participation of industry in the Radio and Television Repair program, which was co-sponsored by the Electronic Industries Association, a national trade association representing all the major television and appliance manufacturers. Apart from the financial advantages of obtaining TV sets at a manufacturer's cost, a complete set of Tinnell firm loops, a projector, and the Tinnell series texts and workbooks that our affiliation with E.I.A. brought, we also benefited from their experience in the consumer electronic field and other E.I.A. sponsored training programs. In addition, E.I.A. members on our Advisory Council have aided the school's efforts to place our graduating students.

Agency Cooperation

The Fortune Society not only helped in the recruitment of ex-offenders, but provided many supportive services to students throughout the program. The Fortune Society was a prototype of positive agency support, concern for the program, and commitment to students.

Program Development

In 1973-74 the three VEA programs consisted of four self-contained classes -- two in Radio/TV and one each in Machine Tool and Air Conditioning. This represented a shift from the previous year, where classes tended to be organized around theoretical subjects. The self-contained structure allowed us to hire full-time instructors in each program (except Air-Conditioning, which was a part-time program) to teach all facets of the training. This resulted in "student centered" teaching, with instructors more knowledgeable about their students and their problems.

We found a nearly universal deficiency in mathematics among our students but because of budgetary limits were not able to include a mathematics instructor.

This year of 1973-74 saw a change of emphasis in the Air Conditioning and Refrigeration program from one whose focus was to train technicians to a more concrete approach -- to train mechanics. We emphasized this year the practical understanding of the many applications of the basic refrigeration cycle.

In our Radio and Television Repair program, we attempted to adapt the Tinnell "Symptom Diagnosis" method, which emphasizes a practical approach to television servicing through "hands on" learning from the first day, instead of the more traditional curriculum which stresses basic electronics. Due to the late arrival of the TV sets, we were hampered in our efforts to implement the Tinnell method from the start and were forced to fall back on "book learning". This initial setback was a disappointment to our students.

Student Recruitment

The most serious shortcoming in recruitment was the shortage of time to recruit, screen and select students. Late notification of grant awards cut the available time for recruitment to a point which impeded the appropriate selection of students. Out of a total of 152 individuals who were recruited, screened and tested in the six weeks between the time that the first program announcement letters were mailed out to agencies and the beginning of the first program on October 29, 1973, 89 students were enrolled. A breakdown of this enrollment reveals that there were 42 veterans, 14 ex-addicts, 9 ex-offenders and 24 more who fell into the more general category of disadvantaged adult. Of the total figure of 89 enrolled students, there were 9 who never reported to class and 10 more who dropped out in the first week. Of the 70 who remained after the first week, 14 were considered "high risks".

The Air Conditioning program was the most popular program and the only one which received enough applicants to permit us to exercise some real selectivity. Because of the large number of applicants, we were able to maintain an active waiting list with which to

replace early drop-outs.

The Machine Tool program proved the least popular despite the fact that there are more available job opportunities in this field than in either of the others. Machine Tool was perceived as unglamorous, dirty, factory work. It is apparent that the field would benefit by a change of image. Whatever the explanation for the lack of interest in this program among students, and the consequent low number of applicants for it, it became necessary to accept a number of students with less than acceptable scores in mathematics and English and, in some cases, with questionable motivation and interest.

Interest in the Radio and TV program ranged between these two extremes. We were unable to be as selective in choosing the student body for this program as we were in that for Air Conditioning, nor were we able to have an active waiting list.

Job Placement

The job placement effort began in early April 1974 with a mailing of approximately 1,100 letters to prospective air conditioning/refrigeration and television repair establishments. The list of employers represented both large corporate firms and small independent service dealers.

A mailing was not necessary in the machine tool area because of the greater availability of jobs in that trade. In addition, the instructor's and the Machine Tool Technology Program Coordinator's extensive personal contacts with industry guaranteed that all the students who completed the machine tool program would be employed.

In early June 1974, an advisory council, comprised of College faculty and industry representatives as well as the project staff, was formed in part to assist in job placement. Through the efforts of the industry representatives and the Electronics Industries Association representative, contact was made with the service departments of the large TV and radio manufacturers. In this way, a few positions for the TV students were opened up.

Other companies had no immediate openings but recommended that students file applications for jobs which would open up in the Fall after the summer slump.

Graduation and Placement Results

Of the 70 students who remained beyond the first week of class, 36 completed the program. Twenty-three students received certificates and the remaining 13 received official letters of attendance indicating the number of hours they actually completed. (In most instances, those not receiving certificates, due to excessive absenteeism, failed to complete the number of hours set as the minimum).

Only 23 of the 36 students completing the program requested assistance in job placement. Thirteen are now self-employed or have chosen to seek employment on their own. Fourteen have been placed and are employed in their fields of training or are currently in the process of being placed by project staff.

Minority Small Business Persons Training Program

The Minority Small Business Persons Training Program at New York City Community College began on January 16, 1974 and ended on June 26, 1974. During the course of the program there were two cycles with a total enrollment of 72 students. These people were recruited by four business development organizations (Brooklyn Local Economic Development Corporation, Interracial Council for Business Opportunity, Capital Formation and National Puerto Rican Forum), the State Office of Minority Business Enterprise and New York City Community College. The organizations involved in recruitment constituted an Ad Hoc Advisory Committee for the program.

The program offered basic business management: development and organization of business, legal aspects of business, risks and insurance, financing, taxes, accounting, pricing and inventory, customer and personnel relations, and advertising and sales promotion.

The classes were evenly divided among small business persons and potential small business persons. It included students from a wide range of educational backgrounds. While the interchange and dialogue between the various groups enriched and vitalized the program, the broad spectrum of differences among the students also presented some educational problems. Of the 72 students participating initially, 43 received certificates of completion.

Interviews with some of the students who finished the first cycle in April indicated that the management areas covered were useful to them in their businesses. Through this program, the College has also recognized that there is a continual need to develop and expand programs to provide education and training for minority small business persons.

In reviewing and evaluating this year's program, the Ad Hoc Committee determined that two additional positions were necessary for next year's program enhancement: a) a business counselor to act as liaison between the business development organizations and the Col-

lege, and, b) a full-time coordinator to administer the program.

An evaluation of the program by the Institute for Research and Development in Occupational Education, City University of New York, is currently being studied to examine ways of strengthening the program and enriching the course of study.

The evaluation suggested a closer examination of admission criteria and recommended that reading and arithmetic skills assessment be conducted and used as a partial basis for admission to the courses. The evaluation raised for further examination the inclusion of experienced persons and novices in the same courses. The report's additional suggestions for educational enrichment and rigor are under consideration for implementation in 1974-75.

A continuation program has been funded by the Vocational Education Act of 1968 Amendments under the New York State Education Department. A two-cycle advanced course covering four topics (accounting, legal aspects, advertising and sales promotion, and taxes) has also been funded for those graduates of the first two cycles of the initial program and the graduates of the first two cycles of the 1974-75 program.

Hearing Aid Dispensing Program

In 1972-73, the Division of Continuing Education conducted a Hearing Aid Dispensing Program to train community college leavers and veterans as hearing aid dispensers.

The aims of the VEA project were to increase minority group representation within the industry, and help in establishing professional standards in a non-licensed health activity that is often looked upon as being grossly commercial.

With advice and assistance from several institutions (Brookdale Hospital, New York League for the Hard of Hearing, Junior High School 47-School for the Deaf, etc.) the program was oriented more toward training audiometric and hearing aid technicians than the training of sales oriented personnel. This focus on the public service sector, instead of the private retail sector, came about as the result of an increasing awareness of the serious problem in health care delivery as related to hearing and the development of paraprofessional opportunities in audiology.

The course curriculum emphasized the fundamentals of hearing. The first term focused on the anatomy of the ear and the problems inherent in audiological testing and screening. The students were introduced to the audiometer and learned the fundamentals of audiology. The second term brought more technical knowledge to the class -- electronics, hearing aids, and the use of equipment.

The use of hospitals, hearing aid dealers' offices, and the College's new audiometric facility gave the students a chance to see the various types of facilities in which they might find future employment. More important, the students were instructed in the use of the audiometric equipment and were able to master the basics in hearing screenings.

For many, the discipline of this program proved to be too demanding; the rate of attrition was almost 75%. Of the 38 selected for admission, only 32 attended the first class, and of this group, 8 received certificates.

Three other causes were seen as major reasons for the loss of students. Delayed completion of the audiometric testing room prevented early development of the practicum. Consequently, the course remained theoretical for too long. The lack of any single text or other printed materials further detracted from the efficiency of the course. (Budget cuts had removed books and manuals from the grant and the College provided mimeographed materials compiled by the instructors). The absences for some students were caused by a lack of regular employment and the resulting struggle for everyday necessities forced many students to withdraw. For the eight who completed the program, the prospects for useful and meaningful employment were excellent.

Clerical and Customer Service Skills Training Program

The Clerical and Customer Service Skills Training Program, 1972-73, grew out of several short term courses in Typing, Office Practice, and Bookkeeping offered to adults from low-income communities adjacent to the College. The short term courses engendered considerable interest from individuals and groups in the community. A decision was made to seek funding for a full year part-time program to train 100 under- and unemployed adults from Fort Greene and Soth Brooklyn for a variety of clerical and customer service occupations such as File Clerk, Clerk-Typist, Assistant Bookkeeper, Salesperson, Admitting Clerk, and Receptionist. Upon completion of training, students received assistance in finding jobs through the efforts of the Project Director. Another equally important aspect of the program was to provide students with academic and vocational counseling, as well as with information on educational programs available to them.

Students were recruited for the Clerical Skills Program through distribution of program announcements to various community agencies and public housing projects in Fort Greene and South Brooklyn. In addition, adults who had previous involvement in community programs sponsored by the Division were asked to assist in recruitment.

Approximately 115 students applied for enrollment, and 98 were accepted on the basis of testing in basic Mathematics and English as well as a personal interview with the Project Director. A student breakdown of those accepted in the program is as follows:

	Black	Puerto Rican	Haitian	White	Other
Male	3	6	2	0	0
Female	53	22	6	2	4

Of the 98 students who enrolled, 43 were able to complete the year's training. The majority of students who completed the program either enrolled in further programs to continue their education or expressed the desire to do so. Despite the fact that most students entering the program had completed the 10th grade, their actual Mathematics and English skills fell considerably below that level and it was apparent early in the program year that most students would require considerably more education beyond this program if they were to gain higher than entry-level positions in the clerical and customer service fields. Similarly, most students would require remedial courses primarily in Mathematics and English before being ready to enter a college program.

With the exception of a few students who required additional training, most students who completed the program acquired skills which prepared them for an entry-level clerical or customer service job. Their educational achievement was possible despite the fact that this was a part-time program and students had significant educational and personal problems to overcome. Most students available and ready for employment obtained jobs either through Civil Service or private industry. However, some students chose to remain at their present jobs while they furthered their skills and general educational background.

In addition to vocational training programs to prepare students for entrance into new careers, the Division of Continuing Education also offered vocational training programs to

upgrade the skills of working people in cooperation with unions and other organizations.

Welding Programs

Two hundred and eighty students were enrolled each year during 1972-74 in welding apprentice and welding certification programs offered by the Division in cooperation with Local 638 of the Steamfitters Union, Local 5 of the Boilermaker's Union and the Certified Pipe Welders Educational Bureau.

Day Care Cooks Training Program

The 1972-73 program was sponsored by New York City Community College and The Day Care Council of the City of New York.

The intent of this training program was to upgrade the skills of cooks in Day Care Centers and to provide current information about nutrition and cooking procedures that would assist them in performing their jobs as effectively as possible. Those who took this training program were exempted from a compulsory training institute sponsored by the City's Agency for Child Development.

Insofar as we have been able to measure, the training has been meaningful and useful for the forty-eight (48) participants. Several have registered for other continuing education courses sponsored by the Hotel Technology Department. Others have enrolled in the College's Alternate Format Program in Liberal Arts.

The program was offered twice weekly for sixteen weeks beginning in October 1972. The classes were three hours in length and covered such topics as the duties, responsibilities and attitudes of Day Care Cooks, the relation of the cook to the education of the child, and cultural food habits.

The curriculum included study of the four food groups (fat, protein, carbohydrates and water); the food needs of special groups; sanitation; menus and purchasing; and a practicum.

Certificates of Completion were given to the students at a graduation held at the City University of New York Graduate Center. The guest speaker was Ms. Ethel Underwood, Director of Health and Nutrition services of the Agency for Child Development. The auditorium was filled to standing room capacity and the audience included relatives and friends of the graduates and many directors of the Day Care Centers involved.

V. PROGRAMS RESPONSIVE TO NEW TECHNICAL TRENDS

In the past two years, the Division of Continuing Education has developed courses, workshops and symposia responsive to the needs of students and practitioners to stay abreast of new technical developments in their fields.

Fire Fighting Techniques

In cooperation with the National Association of Fire Science and Administration (NAFSA), on November 18, 1972, the Division presented an all-day symposium: "Advances in Water Delivery Systems in Fire Fighting".

The impetus for this program came from NAFSA's judgment that many fire service personnel would welcome an opportunity to learn about new techniques and new apparatus.

The focus of the symposium was on the manner in which the systems approach of operations research can be applied to a basic problem facing the fire-fighting branch of the fire service. The major topics were rapid water, 1-3/4 inch hose, and new nozzles. Program participants included: Dr. Haig Bohigian (John Jay College of CUNY); Lewis J. Harris (Assistant Chief of the Division of Training, NYCFD); and John D. Bergeron (Deputy Chief, Greenfield Fire Department, Greenfield, Massachusetts). A concluding panel discussion, where the speakers were joined by representatives of manufacturers and suppliers of hose, rapid water, and nozzles, provided an opportunity for a valuable sharing of information among the 130 fire service personnel from thirteen states and Canada attending the symposium.

The entire symposium was video-taped by Chief John Doherty of the Amherst Fire Department who serves on the Massachusetts Advisory Commission for Fire Science for programs in 13 community colleges.

Coatings Technology

In the 1972-73 academic year, a two-semester program "Fundamentals of Coatings Technology" was presented in the evening at the Voorhees Campus, in cooperation with the

Joint Education Committee of the New York Society for Paint Technology and the New York Paint and Coatings Association.

The two courses were designed for people just entering the coatings industry or for those who wished to acquire a broader background in the fundamentals. Each semester consisted of 30 hours of lecture and demonstration.

Topics included: basic raw materials (pigments, driers, vehicles, oils, solvents, etc.); various types of resins (alkyds, polyesters, epoxies, vinyls, acrylics, cellulosics, and urethanes); lacquers and wood finishes; industrial and architectural finishes; and calculations, formulations, application methods, and testing equipment employed in the coatings industry.

Architects Programs

Three courses were conducted during 1972-73 for architects, draftsmen, specification writers and others working in building design and construction.

A total of forty persons, including architects and other professionals in the architectural and construction fields, enrolled in a twelve-hour seminar in "Architectural Concrete" which was conducted at the American Institute of Architects' headquarters in Manhattan. The six sessions provided an in-depth discussion of those areas of design and construction necessary for the effective utilization of cast-in-place concrete. The sessions were conducted by experts in the field of concrete building and design and were co-sponsored by the New York Concrete Construction Institute and the New York Chapter of the A.I.A.

Twelve interior designers, architects and interior design students enrolled in a newly developed course, "Behavior and the Built Environment" during the Spring semester. Taught by an architect psychologist, the course provided a brief introduction to research methods and the current issues in environmental psychology as they relate to architectural design. The course effectively combined lectures with related field experience. The combining of students with practicing professionals provided the basis for stimulating discussions of theory

and practice. The course, consisting of eight 3-hour sessions, was conducted at the CUNY Graduate Center in Manhattan and was sponsored by the New York Chapter of A.I.A.

The preparation and interpretation of construction specifications, because of their legal significance to the contract, has become an increasingly complicated process with the development and proliferation of new materials and technological practices.

To explore the latest developments in specification writing, a twelve-week course in the "Principles of Construction Specification Writing" was conducted for fifteen architects, engineers and specification writers. Taught by a nationally known architect and consultant in construction specifications, the course explored the different types, formats, requirements and language of specifications and the increasing use of the computer in formulating specifications. The course was offered in cooperation with the Metropolitan New York Chapter of the Construction Specifications Institute and was conducted at the Voorhees Campus.

Technology of Hearing Aid Performance

"Technology of Hearing Aid Performance", an educational/industry symposium at the CUNY Graduate Center on September 10, 1973, was attended by over 125 people. The symposium was sponsored by the Division and the Hearing Aid Journal. Attending were hearing aid dispensers, representatives from manufacturers of hearing aids and their components, prominent engineers and psychoacoustic scientists from cities in New York and New Jersey, as well as Connecticut, Maine, Massachusetts, Pennsylvania and Illinois.

Hotel and Restaurant Technology

Under a grant from the Wine and Food Society, in the Spring of 1973, 12 practitioners participated in a "Gourmet Cuisine" Workshop to prepare them to cook choice items of the classical gourmet cuisine and to select appropriate wines to accompany them.

VI. CONTINUING EDUCATION CHAPTER, ALUMNI ASSOCIATION

NEW YORK CITY COMMUNITY COLLEGE

At New York City Community College, as at other colleges, alumni have traditionally been perceived as graduates of degree programs. Non-matriculants and other intermittent students were not considered alumni. Faculty and staff of the Division of Continuing Education, working with adults enrolled in non-credit courses for job advancement, skills upgrading, and educational enrichment, noted that many continuing education students valued not only course content but the social and personal relationship to the College. During counseling sessions, graduations, evaluation meetings, and conferences with staff and faculty, our adult students responded warmly to every overture which implied a stable, ongoing relationship with the College. They clearly valued a continuing identification with New York City Community College.

On the basis of this evidence, staff of the Division, this year, approached the Alumni Association and asked whether the bylaws might be modified to permit continuing education students to form a chapter of the New York City Community College Alumni Association.

The Alumni Association welcomed the concept of broadening the definition of alumni to include students who seek a continuing identification with the College for social, cultural, occupational and educational purposes. The Division was encouraged to proceed with the formation of Continuing Education Chapter of the Alumni Association.

On January 29, 1974, the first meeting took place. Twelve former students, representing a variety of the Division's programs, discussed the functions an alumni chapter could perform. These included: 1) to suggest and help develop new courses reflecting the needs of the various fields in which continuing education students work; 2) to clarify issues concerning certification and licensure as they relate to educational programs; 3) to stimulate students to continue their education; 4) to provide feedback for the improvement of courses

and programs; 5) to involve more colleagues in continuing education programs; 6) to maintain contact with other continuing education students for social and educational interchange; and 7) to provide a forum for new developments in continuing education.

Those at the meeting formed two committees: Program and Membership. They agreed to meet regularly with the objective of planning activities for future meetings and to explore ways of reaching other alumni.

As a result of their committee sessions, a general membership meeting was planned for May 1. An effort was made to contact most of the Division's former students. The program consisted of a presentation by Dr. George Schneider, Coordinator of Health Service Programs for the Division of Continuing Education, on "Credit, Certificates and the Continuing Education Unit". Professor Ben Weisinger of the Dental Laboratory Technology Department, spoke on "My Experiences as a Teacher of Continuing Education Students". Mr. George Cole, President of the NYCCC Alumni Association, discussed the organization of the Association and the part a Continuing Education chapter could play. Eighty-seven alumni attended this meeting.

Those present voted unanimously to form a Division of Continuing Education Chapter of the NYCCC Alumni Association. In February 1974, the bylaws of the Association had been amended to allow applicants certified as eligible by the Division of Continuing Education to be qualified for membership in the Central Alumni Association. Encouraged by the interest shown, the Program and Membership Committees continued to meet and plan. At later committee meetings an annual membership fee of $10 was decided upon. Officers for the coming year were also elected. The Chapter is now in the process of planning a Fall general membership meeting.

Issues

From the point of view of the Division, an active alumni organization can contribute

in a number of significant ways to the educational programs we offer. Foremost among these is serving as an ongoing forum where present and former students can influence the continuing education curricula. For example, as an outgrowth of the May 1 general meeting we have begun to explore new ways in which students may receive credit for their continuing education experiences. One of these is the College Proficiency Examination Program offered by the New York State Education Department. We have also focused more closely upon the work environment to which students return after taking our courses. It has been suggested by members of the Alumni Chapter that we communicate more fully with employers and supervisors so that they might take a more active role in promoting the educational development of their workers.

Another issue we have just begun to face concerns our commitment to former students who are now seeking entry to degree programs at this and other institutions. The Alumni Chapter has served to generate increased demands for this form of educational counseling as well as career counseling. Previously, counseling was conducted on an ad hoc basis by the various staff members of the Division. Now the increased demand for this service suggests that it may be wise to develop a more comprehensive service.

By lending support to the development of an alumni organization, the Division has an additional opportunity to continue its relationship with students who are actively trying to enlarge their relationship with the College. Effectively meeting this challenge will compel us to expand our concepts of continuing education in new directions. Notwithstanding the fact that the Chapter is only several months old, it has already begun to leave its imprint upon our activities.

VII. FESTIVAL OF THE ARTS

Festival of the Arts, the Cultural Affairs Program of the College, has as its objectives the enrichment of the cultural life of the College -- its students, staff and faculty -- and the involvement and participation of the community surrounding the College in a shared cultural interchange.

In 1974 the Cultural Affairs Program completed its ninth year of operation within the College and its second year under the auspices of the Division of Continuing Education. This year's activities (1973-74) included an extensive Concert Series, Children's Theatre Series, Film Series, Art Exhibits, and Concert Bureau, which sold large numbers of discounted tickets to Broadway and Off-Broadway shows and the Metropolitan Opera. More than 25,000 tickets were sold to cultural events inside and outside the College. Ten thousand student tickets alone were purchased for the Festival of the Arts Concert Series. The College Festival of the Arts introduced students, faculty, and members of the community to the ethnic cultures of various countries: The Inbal Dance Theatre of Israel, the Little Angels of Korea, the Ambakalia from Trinidad, the Royal Tahitians from Tahiti, and the Festa Brazil from Bahia.

Seven thousand children from local schools, community groups and neighborhood families attended the twelve performances of our Children's Theatre series. The program included: "Snow White and the Seven Dwarfs", "Beauty and the Beast", a children's performance of the Little Angels from Korea, a specialized performance concerning poetry "Everything You Always Wanted to Know About Poetry, But Were Afraid to Ask" and an ecological fable for children "Sad World, Glad World". There was a problem with the opening attraction in the 1973-74 series, "The Me Nobody Knows". This production was presented to us as a children's version of the original Broadway show which was based on poetry and stories created by children of the ghetto. Our ticket office sold nearly 1,000 tickets. The perfor-

mance, however, was an abbreviated performance of the original show, but not a children's version. The children were restless and the adults who accompanied them were dissatisfied. Unfortunately, this was our first production of the season, and we lost part of our audience. By the end of the year, however, we had once again regained our audience. We conferred with the adult leaders of school groups and other groups who had criticisms, accepted their justifiable objections, and conferred with them about the selection of next year's programs.

Students and community people purchased approximately 10,000 tickets to the fifteen films that were shown at the College. A wide range of films were shown including "Fists of Fury", "Billy Jack", "Lady Sings the Blues", etc. Unfortunately, because of budgetary constraints, we did not have an adequate technical staff. We operated largely with student help and often without providing for them trained technical supervision. We, therefore, on some occasions encountered difficulties with projectors, sound and visual effects.

Obtaining tickets through our box office, more than 4,000 students, staff and faculty attended Broadway and Off-Broadway shows and the Metropolitan Opera. The main problem in this area was that we could not get as many discounted tickets from Broadway producers as we had requests. The stimulation of the cultural program had had an effect. This year larger numbers of students started going to the theatre, and the demand for tickets exceeded the supply.

In 1973-74 we resumed the presentation of Art Exhibits in the lobby of the Klitgord auditorium. These exhibits coincided with the days of our concerts. Our audiences viewed the paintings and sculpture of faculty and staff members of the College before the performance and during the intermission. We received appreciative and supportive comments. Next year we hope to broaden participation in the art exhibits.

Another development this year was the initiation of a Brooklyn Community Cultural Evening. More than 400 persons attended a Cultural Evening of performances by three com-

munity cultural groups from Brooklyn: The Red Van Drummers, a Steel Band from the Brooklyn Heights Youth Center on Atlantic Avenue, The Alonzo Players from the Bedford-Stuyvesant area of Brooklyn who presented scenes from Douglas Turner Ward's "Days of Absence", and the United Community Center of East New York Folk Dance Company presenting folk dances from all over the world. This new project was considered highly successful in its first venture. The Red Van Drummers were selected to play at the College's graduation. This is the first time that a Steel Band was used for a graduation ceremony.

Two smaller recitals were also presented in cooperation with the Humanities Department: a piano recital by Dr. Jesse McCarroll and a performance by the New York City Community College Gospel Ensemble.

The 10,000 student ticket purchases to Festival of the Arts events this year were a sizable increase over the past number of years. The Festival of Arts programs always received community support, but are now receiving active student support as well.

1974-75 will be our Tenth Anniversary of the Cultural Affairs Program. The program will be expanded to more than 50 events. An extensive Concert Series is planned with groups coming in from all over the world, including Mexico, Harlem, Senegal, Nigeria, Canada, New Orleans, etc. Our Children's Theatre will combine well-known classical children's stories and ethnic dance companies from all over the world.

Our film series will have more than twenty films including: Zeffirelli's "Romeo and Juliet"; Woody Allen's "Sleeper"; "American Graffiti" and "The Last Tango in Paris".

Ten Art Exhibits are planned to run one week concurrently with the concerts. The exhibits will be made up of collections of children's work from Brooklyn, three faculty members, two alumni, one student and two college staff members. Three Community Evenings are planned and a number of lectures will also be presented.

The program scheduled for the Anniversary year reflects the growth of interest by

community, faculty and students in the Cultural Affairs sponsored by the College.

VIII. PERSPECTIVES AND PROSPECTIVES

On the basis of programs begun and developed in the past, the Division of Continuing Education expects to be able to maintain and extend its educational programs for the inmates of the Brooklyn House of Detention, for the aging who find dignity and enlargement in life-long learning, for the unskilled and untrained who seek work opportunities in skilled and technical occupations as well as for the working people of New York City who seek excellence and advancement in their work lives and participation on the basis of knowledge, in all aspects of life as citizens.

Currently many of our programs are assembled on the basis of grants on a year to year basis. When grants run out, programs are often dismantled despite their demonstrated need and the support they elicit. The experience and the lessons learned are interrupted so that the gains made possible by the grant programs are not acted upon but stored.

We hope that in the next few years there will be opportunity to sustain these programs on a stable basis, with continuity assured as part of the public responsibility of a great urban university.

We look forward, in the next few years, to certificate programs for adults as regular offerings of the College and to their articulation, where appropriate, with the degree programs of the College.

We look forward to the opportunity of providing counseling for adults on a regular basis, counseling for education, career choices and second careers.

We have not in the past for budgetary and other reasons, including failures of insight and imagination, developed an educational program devoted to the urgent, critical issues and problems which exert tremendous force in the shaping of our social lives -- problems of environmental pollution, inflation, the energy crisis, food shortages and population growth.

We want now to turn to these issues, to find ways to examine impacts and outcomes, so that our students find, in the community college, not only the knowledge to stay abreast of changes in their work lives but in their social lives as citizens as well.

We intend to expand and deepen the collaboration we have begun with students, departmental and adjunct faculty and organizations and agencies external to the College.

TUITION BASED PROGRAMS

Title of Course	Hours	Number of Students Fall '72	Spring '73	Fall '73	Spring '74
Audio-Visual Extension					
Audio-Visual Equipment: Operation & Preventive Maintenance	30			14	
Biological Sciences Extension					
Laboratory Techniques I	60		11		
Laboratory Techniques III	60	9			
Intermediate Hematology	60				23
Chemical Calculations	8	10			
Advanced Hematology	60	11			
Enteric Microbiology	12	11			
Mycobacteriology	12	14			
Business Economics					
Fundamental Business Economics	30		20		
Business Economics	30		20		
Dental Laboratory Extension					
Fixed Bridgework	48		6	13	9
Tooth Anatomy & Tooth Carving	48	12	7	7	
Porcelain-on-Gold Bridgework	48	17		17	
Full Dentures for Try-In	48		12		
Porcelain Jacket Crowns	36	4		8	
Driving Instructors Education					
Driving Instructors Education	30	50	32	43	24
Environmental Sciences Extension					
Refrigeration Mechanics	90	20	15		12
Computer Aided HVAC Design for Buildings	20		7		
Seminar in All Air Systems	8				17
Fire Safety Director Course	16	15	58	30	31

TUITION BASED PROGRAMS cont'd

Title of Course	Hours	Number of Students Fall '72	Spring '73	Fall '73	Spring '74
Foreign Languages Extension					
Elementary Conversational Spanish	30		15		
Basic Level English as a Second Language	60		16	15	
Advanced English as a Second Language	60		9		17
Reading, Writing & Speech Improvement	45		14	17	18
Health Service Programs					
Introduction to Biomedical Equipment Technology	60		21	21	
Intermediate Biomedical Equipment Technology	60			17	20
Advanced Biomedical Equipment Technology	60				20
Patients Accounts Management	20	24	51	33	21
Patients Accounts Third Party Operations	20	24		35	
Patients Accounts Third Party Operations	24				13
Hospital Management	60	11			
Pharmacology	24		40	42	
Gerontological Nursing	30		26		26
Administrative Leadership for RN's	30			27	
The Detection, Diagnosis & Treatment of Malignancy	30				21
Nursing Care Planning	12			20	
Intensive Coronary Care	12			20	
Intensive Coronary Care	30			84	35
Pediatric Nursing	12			25	
Pediatric Nursing	15				30
Preventive Medicine	12			47	
Cardio-Pulmonary Techniques	12				65
Fluids & Electrolytes	4				48
Nursing Home Administration Preparatory Course	102	11			
Supervisory Techniques of Administration	20			31	30
Health Personnel Management	24			16	
Preventive Medicine	20				27
Medical Records Workshop	6		40		
Building Code - Nursing Home Construction	4		18		

TUITION BASED PROGRAMS cont'd

Title of Course	Hours	Number of Students Fall '72	Spring '73	Fall '73	Spring '74
Hearing Aid Dispensing					
Hearing Aid Dispensing	60	13		26	
Advanced Hearing Aid Dispensing	60		19		19
Hotel, Restaurant, Food Service Extension					
Hors D'Oeuvres and Canapes	36			18	
Institutional Food Management	24		16	15	13
Designing the Cold Buffet	48			12	
Institute of Management					
Fundamentals of Management for Religious & Other Non-Profit Organizations	30			10	
New Trends in Management for Religious & Other Non-Profit Organizations	30			18	
New York City Architectural & Building Extension					
Computer Fundamentals for Architects	20			17	20
New York City Building Code Review	30	9			
New York City Zoning Resolution	30	22			
Brownstone Revival: The Challenge of Interior Design	30	25			
Ophthalmic Dispensing Extension					
Ophthalmic Dispensing I	60	25			
Ophthalmic Dispensing State Board Review	32	154			
Pest Control Operations					
Pest Control Operations	30	202	172	165	153
Advanced Pest Control Operations	30		26		32
Spot Fumigation	30			27	
Welding Extension					
Oxyacetylene Welding Process	45		3	5	3
Basic Electric Arc Welding Process	90	9	11	9	9
Advanced Electric Arc Welding Process	45	6	6		10

TUITION BASED PROGRAMS cont'd

Title of Course	Hours	Number of Students Fall '72	Spring '73	Fall '73	Spring '74
Special Courses					
Basic Auto Maintenance	39		19	18	37
Spring Bicycle Workshop	15		13		
Land Surveying Review	60		12	14	16
Creative Arts Workshop	18	10			
Jet Steno	24			20	
Family Law	20	21			
Housing Law	20	28			
Physical Fitness (Belly Dancing)	12			17	

GRANT PROGRAMS

Name of Course	Semester	# of Hours	# of Students	Co-Sponsor/ Funding Source	Amount
Day Care Cooks Training Program	Fall '72	48	53	Day Care Council	$ 5,155.00
English as a Second Language	Fall '72	60	22	Salvation Army Day Care Center	1,400.00
Architectural Concrete	Fall '72	12	53	A.I.A.	1,100.00
Construction Specification Writing	Fall '72	24	15	C.S.I.	1,330.00
Fundamentals of Organic Coatings I	Fall '72	30	33	New York Society for Paint Technology	1,500.00
" " " " II	Spr '73	30	37	" " " " " "	1,500.00
" " " " I	Fall '73	30	25	Joint Education Committee/N. Y. Society for Coatings Technology	1,250.00
Piping Design Drafting	Spr '73	422.5	25	Consortium of 5 engineering firms	12,375.00
Environmental Psychology	Spr '73	24	11	A.I.A.	--
Oncology: Cancer Care for Nurses	Spr '73	30	50	Consortium	--
Symposia/Workshops, Etc.:					
Symposium - NAFSA	Fall '72	4	133	Nat'l Ass'n Fire Science & Administration	1,560.00
Workshop in Nutrition for Long Term Care Facilities	Spr '73	6	70	HEW	1,865.00
Water Pollution Lecture: Gowanus Canal	Spr '73	1	25	--	--
Human Relations Workshop	Spr '73	18	16	NYCCC	--
Technology of Hearing Aid Performance	Fall '73	7	125	Hearing Aid Journal	1,635.00
Labor Market for the 1970's	Spr '74	2	52	Student Personnel Services-NYCCC	--
The Periodontal Examination	Spr '74	6	37	Dental Hygienists' Ass'n of City of NY	588.00
Care for Mentally Retarded in Non-Psychiatric units	Spr '74	4	58	FSA	690.00
Community Projects:					
Basic Typing/Ft. Greene	Spr '73	30	22		
Basic Typing/Red Hook	Spr '73	30	22		
Basic Reading/ House of Detention	Spr '73	75	23		
Workshops/House of Detention	Spr '73	24	15		
Advanced Typing/Ft. Greene-Red Hook	Spr '73	12	31		
Intermediate Typing	Fall '73	30	18		

GRANT PROGRAMS

Name of Course	Semester	# of Hours	# of Students	Co-Sponsor/ Funding Source	Amount
Oral and Written Communications	Fall '73	34	25)	VEA (Brooklyn House of Detention)	$55,204.00*
Reading	Fall '73	34	25)	Pre-Vocational Education Program	
Mathematics	Fall '73	38	25)		
Human Relations	Fall '73	36	24)		
Oral and Written Communications	Spr '74	62	60)	"	*
Reading	Spr '74	60	60)		
Mathematics	Spr '74	95	55)		
Human Relations/Career Orientation	Spr '74	80	60)		
Written Business English I	Fall '72	40	45)	VEA Clerical & Customer Service	$29,215.00*
" " " II	Fall '72	40	20)	Skills Training	
" " " III	Fall '72	35	28)		
Oral Business English	Fall '72	40	17)		
Business Mathematics	Fall '72	60	26)		
Human Relations	Fall '72	25	26)		
Bookkeeping	Spr '73	99	22)	"	*
Beginning Typing	Spr '73	75	29)		
Advanced Typing	Spr '73	60	20)		
Basic Office Practice	Spr '73	40	26)		
Advanced Office Procedures	Spr '73	20	13)		
Business English	Spr '73	50	25)		
Hearing Aid Dispensing	Fall '72	60	17)	VEA	$33,916.00*
" " "	Spr '73	60	11)		
Foundation Skills in Environmental Sanitation	Fall '72	50	26)	Institute of Sanitation Management	$ 4,350.00
Management Principles in " "	Fall '72	75	19)		
Training Techniques in " "	Fall '72	50	16)		
Sanitation Technology Personnel Procedures	Spr '73	80	17)	"	$ 3,645.00
Interior Design Programming and Training	Spr '73	40	7)		

*This amount represents funding for 1 year (2 semesters).

GRANT PROGRAMS

Name of Course	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Human Resources in Environmental Sanitation	Fall '73	50	20)	Environmental Management Ass'n	$ 4,574.00
Institutional Interior Design	Fall '73	22	10)	"	
Management Seminar	Fall '73	3	32)	"	
Management Principles in Environmental Sanitation	Spr '74	75	18)	Environmental Management Ass'n	$ 3,720.00
Sanitation Technology Personnel Procedures	Spr '74	80	22)	"	
Minority Small Business Persons Training Program	Spr '74	66	75	VEA	$ 7,785.00
TV & Radio Repair	Fall '73	400	41)	VEA Funding; Co-Sponsor:	$56,528.00*
" " "	Spr '74	400	24)	Electronic Industries Ass'n	
Air Conditioning and Refrigeration	Fall '72/ Spr '73	440	25	VEA	$24,690.00*
Machine Tool Technology	Fall '72/ Spr '73	880	25	VEA	$35,477.00*
Air Conditioning and Refrigeration	Fall '73,	227	26)	VEA	$45,545.00**
Machine Tool Technology	Fall '73	440	22)		
Air Conditioning and Refrigeration	Spr '74	227	17)	VEA	$45,545.00**
Machine Tool Technology	Spr '74	440	10)		
Welding Preparation & Testing	Fall '72	56	109	Steamfitters Industry Education Fund; Co-Sponsor: Nat'l Certified Pipe Welding Bureau	$12,535.00
" " "	Spr '73	42	73	"	$10,310.00
" " "	Fall '73	20	108	"	$10,750.00
" " "	Spr '74	20	121	"	$15,250.00
Welding Training	Fall '72	57	80	Boilermakers Union Local #5	$ 4,542.00
" "	Spr '73	57	80	"	$ 3,215.00

*This amount represents funding for 1 year (2 semesters).

**This amount represents funding for 2 programs (air conditioning, machine tool).

GRANT PROGRAMS

Name of Course	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Welding Training	Fall '73	67	10	Boiler Makers Union Local #5	$ 4,084.00
" "	Spr '74	67	10	"	4,084.00
Welding Apprentice Training Program	Fall '72	78	10	Steamfitters Industry Education	$23,071.50
" " " "	Spr '73	55	10	Fund "	23,071.50
" " " "	Fall '73	74	100	"	35,626.00
" " " "	Spr '74	74	100	"	25,626.00
Institute of Study for Older Adults	Fall '72	810	675	New York State Office for the	$81,611.00*
(Courses given in various senior centers)	Spr '73	954	795	Aging under Title III of the Older	
"	Fall '73	33,300	1,850	Americans Act	$136,132.00*
"	Spr '74	38,700	2,150	"	

*This amount represents funding for 1 year (2 semesters).

GRANT PROGRAMS

New York State Department of Civil Service	Hours	Number of Students Fall '72	Spring '73	Fall '73	Fall '74	Co-Sponsor/ Funding Source
Administrative Supervision	30			36	31	*
Applied Mathematics	30	38	47	36	26	
Basic Conversational Spanish	30	36	38	29	21	
Basic Electricity - Part I	40		13			
Basic Electricity - Part II	30	11				
Concepts of Modern Public Administration	30	15		32	28	
Electrical Motor Controls - Applied	30	18				
First Aid	12	9				
Fundamentals of EDP - Section 1	45			73	35	
Fundamentals of Stationery Engineering - Part II	40	20		21		
Fundamentals of Stationery Engineering - Part III	40		10			
Fundamentals of Supervision	30	18	32	35	21	
Governmental Accounting	30	23				
Intermediate Conversational Spanish	30	20		20		
Introduction to Bookkeeping and Accounting	30	38	19			
Introduction to General Psychology	30	13	22	16		
Introduction to Human Behavior	30	13				
Introduction to Public Personnel Administration	30	17	12			
Introduction to Supervisory Skills Department	20	19				
Principles of Accounting	30		19	36	19	
Psychology of Interpersonal Relationships	30	29			31	
Reading Improvement and Vocabulary Building	24	36				
Understanding and Interpretation of Written Materials	40	40	44	32	23	

*Co-Sponsored and Funded by New York State Department of Civil Service as follows:

Fall 1972	$34,974.00
Spring 1973	20,755.00
Fall 1973	21,289.00
Spring 1974	16,380.00

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 30 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES